Enhancing Education Through Technology (EETT)
Competitive Sub-grant Application Assurance Sheet

Project Title: Technology Integration for Student Achievement Project (TISAP)
Amount of Request: $_75,000____
District Name: Basin School District Number: ___072
Please list the school name, and indicate whether it is a targeted school or a partner school and certify the CIPA compliance for all participating schools within the project:

Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school 'P'.	This school is in compliance with the CIPA as outlined on page 3 of the guidance document.
072	Basin Elementary School	[T] P	[YES] NO
072	Idaho City High School	[T] P	[YES] NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO

I certify that we have contacted the charter and private schools in our area about participation in this grant.

Superintendent Name Sandra Scott Noland Signature	E-mail snoland@sd072.k12.id.us	Telephone 392-4183
District Technology Coordinator Name Mike Holloway Signature	E-mail hollowaym@sd072.k12.id.us	Telephone 392-6631
Project Director Name (if different than District Technology Coordinator) Sandra Scott Noland Signature	E-mail	Telephone

Enhancing Education through Technology (EETT)
Competitive Sub-grant Project Abstract

Technology Integration for Student Achievement Project (TISAP) will increase student achievement opportunities through the increased integration of technology throughout curricula and instruction. Forty-four percent of Basin School District students come from economically disadvantaged homes, many without reliable electricity, telephone, or internet services. Many of these families struggle daily to provide shelter, heat and food for their families. Computers and other technologies cannot be priorities in these homes, even though their children must be prepared for the 21st century upon graduation from Idaho City High School. While many families have access to technology tools, the distinct differences in skills of our disadvantaged students can only be mitigated by school resources. The ISAT and AYP clearly show that our economically disadvantaged students have a critical need for academic skill building, stimulation, remediation, problem-solving, higher order thinking skills and technological literacy.

TISAP will 1) expand accessibility to research based curricula, 2) provide teacher training to increase technology integration in all subjects, 3) increase distance learning opportunities for students and staff, 4) increase parental and community involvement by creating key access points, 5) provide specific network training and support to expand technology coordinator's skills and knowledge, 6) provide additional technological support to the after school programs, 7) expand community outreach through video production, music and arts, 8) provide additional security and monitoring of student computer use, and 9) supply technology and curricular support to the Idaho City Evening School that provide credit recovery, GED, and academic success for at-risk students and community members.

TISAP will be used to purchase SmartBoards, ELMOs, Vision Teach-Pad (classroom management), video, camera equipment and multi-media software, mobile carts and laptops, licenses, printers, scientific and music specific hardware, peripherals and software, as well as provide resources for teacher training.

The *TISAP* will assist all students and participating community members in reaching academic success. All district students will meet or exceed *proficiency in reading, mathematics, language arts, and science by having access to research-based technology assisted instruction presented by highly qualified teachers implementing properly aligned curricula content. To develop well-rounded individuals, students will have opportunities meet Idaho content standards in visual and performing arts through use of specific technologies.*

EDUCATIONAL NEED

This grant will provide Basin Elementary and Idaho City Middle and High Schools with the needed technology to support teacher training and curriculum alignment, implementation, and assessment. It will provide learning opportunities for all students while targeting the low income students. Non-core classes will expand with technology to provide a rich and hands-on learning environment that will appeal to all students. The district will use technology to reach out to the parents and community and provide educational support and improved communication..

Basin School District encompasses 200 square miles of mountainous terrain dissected by Hwy 21. There is no industry, infrastructure or available property for income producing businesses. Approximately ninety percent of the total land is owned by the BLM and US Forest Service. Most families commute to Boise for work, groceries and supplies. Social and mental health services are based in Boise. Employment in the area is seasonal depending on the fire season with unemployment greatest during the winter months. Local churches and the school provide the safety net for many families in the area.

Basin School District is affected by the transient nature of the county's population. The district experiences, on average, a 27% change in school population during the year. The classroom range of change is from 16% to 52%. In other words, 16% to 52% of the students in a classroom will be different from the first day of school to the last. Approximately 2% of the district's students enroll in the fall, withdraw, and return in the spring. They may not have attended school regularly during their absence, been home-schooled, or attended another district.

Eighty-three percent of all students are eligible bus riders. The district provides transportation for pre-school, kindergarten, and school-age students. An after school activity bus accommodates students who participate in sports, after-school tutoring, Prime-Time, a program for at risk students. Basin Elementary and Idaho City Middle and High Schools have a combined enrollment of 438 students. When not affected by dangerous driving conditions, attendance ranges from 96% to 92%; however, 53% to 55% of reported absences on any given day are students from economically disadvantaged families.

Forty-four percent, an increase of 7% from 2006, of Basin School District students are economically disadvantaged as reported by free and reduced lunch. Many more families within the school district qualify; however, do not apply for assistance. Families struggle daily to provide shelter, heat and food for their families. Many families are without reliable electricity, telephone, or internet services. Computers and other technologies are not priorities in these homes, even though their children must be prepared for the 21st century upon graduation from Idaho City High School. While many families have access to technology tools, the distinct differences in skills of our disadvantaged students can only be mitigated by school resources.

Basin School District's economically disadvantaged students have a critical need for academic skill building, stimulation, remediation, problem-solving, higher order thinking skills and technological literacy. Economically disadvantages students are less likely to attend pre-school, have parents involved in the school, have traveled outside the area, have diverse cultural experiences, or have books in their homes. Thirty-three of thirty-four kindergarten students qualified for free or reduced lunch. One-third of the economically disadvantaged kindergarten students scored near or below grade level on the Spring 2007 IRI. By second and third grade less than 1/5 of economically disadvantage students score a 2 or lower on the IRI.

Economically disadvantaged students are three times as likely to score Below Basic and Basic in the Reading, Math, Language Arts and Science on the ISATs. As students progress through school, take part in Title I, after school and summer school programs, and tutoring their

scores are comparable to the total school population. On theAYP: School Identified for Improvement, Basin Elementary is on Alert, while Idaho City High School is listed under Improvement Year 3. Using the preliminary 2007 AYP report, Basin Elementary did not meet the goal for Reading proficiency for economically disadvantaged students or the third indicator, Language Usage. Idaho City High School did not meet AYP in Math proficiency economically disadvantaged and white students; however, the school met the graduation goal with a 100% for 2007. Forty percent of Idaho City High School graduates attend four year colleges/universities, 17% attend two year schools, and 8% join the military upon graduation.

Direct Writing and Direct Math Assessment further documents the discrepancy between the economically disadvantaged and the total school population. Fifty percent of the economically disadvantaged students taking the Direct Writing test scored a 2 or lower with only 1 student scoring 4. A startling, seventy-four percent of economically disadvantaged students taking the Direct Math Assessment scored 2 or lower with no scores of 4-advanced.

In 2006-2007, eight out of thirty-one teachers were not certificated for their assignments and were granted provisional emergency authorization. Limiting class offerings including remedial and supported study halls are not a viable option for a school trying to meet AYP. The district is forced into a situation of providing student services without the state supported funding. Basin School District has great difficulty in recruiting and retaining teachers in all endorsements. The district has increased demands for multiple endorsements and continues to support teacher training leading to additional endorsements. The salary discrepancy between the urban neighboring districts and Basin School District creates a revolving door of young teachers. Additional training opportunities are one way to help these young teachers stay with the district longer. Torturous winter roads increase the need for technologies to deliver professional learning opportunities to the staff on site.

While the district has created an infrastructure of technology, this grant will enhance integration into the curriculum in all content areas. Every teacher has functional computers that are updated on a rotational basis. This grant will provide SmartBoards and Elmos adding visual and three dimensional cues to lessons. Teachers will utilize United Streaming, Web Quest, and Headsprouts Phonics in classroom instruction. PLATO will be used to supplement and tutor students. Accelerated Reader will be implemented for all elementary students. Secondary students will participate in IDLA. The music and art with updated equipment and software will integrate technology into their programs while expanding student learning opportunities and providing community outreach. Students will learn keyboarding skills and application software such as Powerpoint, Excel, Word, AutoCad, Photoshop. Science weather station, GPS, Venier testing equipment and data collection will be incorporated into science instruction. Classroom teachers and support staff will regularly use e-mail, Excel, Schoolmaster, accounting software, and place and retrieve documents on the share drive. Evening School and after school programs will utilize computers for tutorial instruction, research and instructional gaming via IDLA or other on-line classes. Classroom websites, with limited access, will be developed including parent access to student assignments and grades. Each secondary student will be given a log-in and workspace for assignments. Monitoring student computers will be enhanced with district wide Vision School License with Teach Pad. Teachers will have access to student information, share lessons, and resources across the network. Many of these resources will be available to teachers through a mobile computer lab. A mobile twenty-four laptop computer lab will be available for classroom and inservice use.

LOCAL PROJECT DETAILS

Goal 1: To improve reading and mathematics achievement for all students, particularly the sub-group of economically disadvantaged (ECON) as measured by the ISAT. TISAP will improve student achievement by aligning the curriculum to state standards, compiling research-based resources supporting the curriculum, developing units of study consistent with curriculum, and providing teacher training for differentiated instruction and technology integration.

1. Teachers (31) will align all curriculum content with state standards and publish curriculum on school district computer share drive that can be accessed by all instructional personnel. To be completed by July 1, 2008.
2. Teachers (31)will develop units of study to support aligned curriculum integrating new and existing technology to support student achievement. To be completed by July 1, 2008.
3. Teachers (31)will develop resource lists supporting alignment of curriculum objectives including print materials, hands-on activities, websites, on-line programs, WebQuest, Headsprouts (K-2), United Streaming, Plato and Accelerated Reader. To be completed July 1, 2008.
4. Purchase 4 SmartBoards (interactive whiteboards), and 4 ELMOs for elementary and secondary school classrooms to help students become engaged, active participants in the learning process. Complete by March 2008
5. Continue flexible ability groupings for specific skill acquisition for math and reading instruction to facilitate direct instruction. On-going
6. Develop and implement an improvement plan for each student (438) with measurable goals and objectives. Complete Sept. 2007-On-going.
7. Provide at least five hours weekly of tutoring, after-school instruction, and remedial education opportunities for all students (438) including technology-based instruction. September 2007-On-going.
8. Purchase a mobile computer cart with a minimum of 24 laptop computers with Vision Teach-Pad and classroom management software to provide teachers with class set of computers for instruction, student assignments, assessments, research, creative and real time problem-solving. Completed by March 2008.
9. Basin Elementary and Idaho City Middle & High School economically disadvantaged students (Gr. 3-10) ,as a subgroup, will meet ISAT Proficient targets of Reading 78% and Math 70% by Fall 2008.
10. Basin Elementary School and Idaho City Middle & High School will meet all AYP goals established by the state by Spring 2009. Specifically, ISAT AYP Percent Proficient Targets of 84% Reading and 80% Math.

Goal 2: To provide instructional staff development to improve student academic achievement in all core and non-core subjects through increased technology literacy and technology integration. Twenty-five percent of this grant will provide on-going, sustained and high-quality professional development. Teachers will participate in peer-to-peer inservice training on proper integration and implementation of technologies into classroom instruction. Three district teacher-trainers will provide academic, integration, and technical support to peers. The Technology Committee meets regularly to assess the

needs and concerns of the instructional and support staff. The committee, with staff input, makes recommendations for additional training, software, equipment and resources.

1. One hundred percent of the teachers (31) will attend 80% of the technology-based professional development opportunities in their respective buildings. On-going through September 2009.
2. District teacher-trainers will attend at least one state or national technology conference with the purpose of acquiring skills, services and knowledge to share with staff and insure the district remains in the forefront of technology education. Completed by September 2009.
3. Technology Coordinator will attend monthly regional technology meetings at least 50% of the time during the duration of this grant. Completed by September 2009.
4. Technology Coordinator will participate in professional network certification training to insure a secure, consistent, current network and school infrastructure systems. Complete by September 2009.
5. Specific product representatives may provide inservice training for software and hardware as required when purchased. Completed by September 2009.
6. When determined by the Technology Committee, outside consultants and trainers will provide support and skills training integration of technology into instruction. Complete by September 2009.
7. Assessment of teacher use and technology integration will be a portion of the teacher evaluation process, including coaching, support, and recommendations. Teachers found deficient will be placed on an improvement plan. Complete July 1, 2008.

Goal 3: To improve technology literacy in all students, "at-risk" credit recovery and drop out students. This grant will allow the district to implement all grade level technology standards and assessments. At-risk, credit recovery, and drop-out students will have access to proven and effective courses that integrate technologies including Plato & IDLA. Music and art will provide avenues for students to explore technologies of art and music and provide products for school and community review. Science related technology will be integrated at all grade levels.

1. Idaho City Evening School will provide students with opportunities to explore, use, research and earn credit or G.E.D using technologies available at the school. Feb 1, 2008.
2. Music Department will purchase a 5 station music lab, audio/digital interface, keyboards, Pod'casting hardware, headphones, silent rehearsal lab, and furniture to create a music lab integrating technology to meet music curriculum standards. Feb. 1, 2008.
3. Digital cameras, camcorder, video and sound FX libraries purchased for the Digital Video Art class will support technology integration in art. Feb. 1, 2008.
4. The weather station equipment will be updated and elementary students will record and report local weather. May 2008.
5. Science curriculum will be enhanced with virtual experiments, GPS systems, electronic sensors, and probes for temperature, pH & chemical composition, data collection software. HS science teacher will receive training in use of Venier equipment and provide inservice training for all elementary and middle school teachers on how to integrate technology into science instruction. May 2008
6. All students (6-12) will improve technology skills in basic operations and concepts; responsible use and computer ethics, and utilize tools for increasing productivity,

problem-solving and decision-making as measured by academic performance and assessments. Complete July 2009.

SUSTAINABILITY

Basin School District is committed to educating students so they may be contributing members of our society. It is imperative that the students have access to high quality instruction, qualified and dedicated teachers, and the skills to compete outside the school district boundaries. Idaho City High School was established in 1995 as a result of the dedication of the community to resolve the problem of 50% of the students dropping out of school. This community, school board, administration, teachers, and parents will not allow this school to become irrelevant. No matter how conservative, how loud the grumbling, how poor segments of this community are, the students will receive a quality education and technology is integral to our success.

The *Technology Integration for Student Achievement Project* results will be sustained by the learned skills, revised and aligned curriculum, software, peripherals and equipment purchased that will be updated or replaced with new innovations as needed.. This grant provides the vehicle with which to launch the district beyond the basic infrastructure and into full acceptance and integration of technology instruction. This grant does not fund salaried positions, only trainer stipends. It will provide the district with the tools to be self-sustaining by training existing personnel and infusing the district with technology easily and purposefully integrated into existing curriculum and instruction.

Success will be tracked and measured by future ISAT and ACT scores, graduation rates, percent of students attending 2 and 4 year post secondary education, retention of instructional staff, and parent/community satisfaction with the school vision.

Financial support for continuation of this project will be three prong: 1) District General Fund Budget up to 20% of the non-salaried budget, 2) ICTL and 3) Grants and Donations. The Technology Committee will continue to meet regularly and provide guidance. The Technology Coordinator will receive annual professional training. He will provide technical support, as well as, continue as one of three teacher trainers. The administration will provide program oversight. Building principals will monitor and evaluate teacher competency of technology integration in instruction.

Activity	100 Salaries	200 Benefits	300 Purchased Services Reg. Fees &Travel Expenses	500 Capital Objects	Total
TISAP Teacher-Trainer Stipends - 3	$ 5,000	$ 900	$ 2,170		$ 8,070
TISAP Technology Coordinator/Teacher Trainer	$ 6,000	$ 1,080	$ 2,000		$9,080
Substitute Teachers For Teacher/Coordinator Training/Conferences/ Meetings 20 days @ $75	$ 1,500				$1,500
SmartBoards & ELMOS & supporting software				$20,585	$20,585
Music Equipment, peripherals & software				$ 4,765	$ 4,765
Video & Camera Equipment And Libraries				$ 1,400	$ 1,400
Mobile Computer Cart w/ 24 Laptop Computers				$25,000	$25,000
Science Equipment & Peripherals			$ 100	$ 500	$ 600
Vision Classroom Mgmt Software & Teach Pad				$ 4,000	$ 4,000
Total	$12,500	$ 1,980	$ 4,270	$56,250	$75,000

*Professional Development Activities

BUDGET NARRATIVE

The most important component of *Technology Integration for Student Achievement Project* is professional development ($18,750). Three-teacher trainers will provide inservice training on use of the SmartBoard, ELMO, and PLATO. Practical and technical support will be on-going. Building principals, with support of teacher trainers, will lead training activities in the curriculum and instruction integration of technology in core content areas. At a minimum of twice a month, a teacher-trainer will share technology information and demonstrations at respective building teacher meetings. Teachers will have opportunities to learn, practice and apply website resources, on-line learning programs such as Headsprouts (K-2), WebQuest, and United Streaming. Implementation of Accelerated Reader and PLATO. In addition, teachers will build their computer application skills in Excel, School Master, accounting software, classroom web design, computer security. (Teacher-trainer stipends + benefits 3 @ $ 12,980). The Technology Coordinator will complete a professional networking system course leading to certification. ($1,500 + travel expenses $500). In addition, the teacher trainers will attend

conferences, and meetings (Substitute teachers $75 day/19 days $1,425 + travel expenses $2,170). The high school science teacher will attend Venier instrument training in a neighboring school district. (Substitute $75day/1day+ travel expenses $100). Additional supplies and equipment will be purchased after the training to enhance the district science kits, laboratory and refurbish the school weather station. ($500).

Four SMART Boards, to include a projector and a computer, will be purchased ($16,000) as soon as possible after notification that the project has been approved. Each SMART Board installed and fully equipped with a projector and computer will cost approximately $ 4,000. Installation will be complete by August 1, 2008. During 2006-2007 school year the district provided SMART Board training to instructional staff. New teachers will require more extensive inservice training by the teacher-trainer in his/her building. Seven ELMOTT 02-S Teacher's Tool Portable Document Cameras will be purchased and distributed to classrooms following inservice training. Each ELMO will cost ($655).

The technology rich music hardware and software funded by this grant will not only aide the music teacher in preparing, administering, and tracking progress of each students' skill level, but it will also give the students authentic experience with the music making tools of the digital age. From simple notation and theory lessons to complex compositions projects; from pod casting to recording a soloist or ensemble and then editing and producing a professional quality CD; from silently rehearsing with other students in the room to creating and performing digitally with others around the world, this collection of software and hardware, partnered with our existing five computers will create a realistic music laboratory experience for our students. The music studio would require: Music Lab Workstation Software 5 @ 765.50; Edirol UA-25 USB Bus Powered Stereo Audio Interface 1 @ $240; Keyboards 5 @ $300; Headphones 10 @ $25; Computer Music workstations 5 @ $100; Pod'casting Production kit 1 @ $280; and Silent Rehearsal Lab Pak 1 @ 190) for a total of $4766.

The digital video art class will supplement existing equipment with a Canon HV20 camcorder ($900), student digital cameras (3 @ $100) and two video/sound FX libraries for $150 each for a total project cost of $1,400. Students will plan, shoot, edit and produce professional quality video and still digital artwork.

A mobile computer station housing 24 Dell laptop computers will be purchased for $25,000. This mobile lab will support classroom instruction in the high school and will be especially valuable when the library-based computer lab is being used for testing. A computer security and monitoring system will be install on the computers in the mobile computer station and computer labs in the elementary and high school (Vision Teach-Pad & Classroom Management Software $4,000 district site license). Teach-Pad has the added capability of supervising computers from the teacher screen, share screens, demonstrate their screen to the class, blank student screens and lock the keyboard and remote control computers.